



## **EDUCATION SCRUTINY COMMITTEE - 28<sup>TH</sup> MARCH 2023**

**SUBJECT: SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER  
THE NEW COMMON INSPECTION FRAMEWORK (CIF) –  
JANUARY 2022 TO DECEMBER 2023**

**REPORT BY: EDWARD PRYCE, ASSISTANT DIRECTOR, EAS**

### **1. PURPOSE OF REPORT**

- 1.1 To inform members of the judgements made by Estyn inspection teams of Caerphilly schools from January 2022 – December 2023 (where published).
- 1.2 To seek members' views on the Estyn outcomes.

### **2. SUMMARY**

- 2.1 The schools included in this report were inspected from January 2022 onwards. Each of them was inspected under the arrangements for inspections that came into effect from 1 January 2022, with the first two terms being considered pilot arrangements. The report identifies the schools and the dates on which the inspections took place, together with the follow up category.

### **3. RECOMMENDATIONS**

- 3.1 Members are asked to consider the contents of the report and raise any questions or comments they may have of officers about the information contained within.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 Members should be made aware of the outcomes of inspections in Caerphilly schools, and of the schools requiring follow-up support.

### **5. THE REPORT**

#### **Previous Estyn Common Inspection Framework (Sept 2017 onwards)**

- 5.1 From September 2017 schools in Wales were inspected under the Common Inspection Framework (CIF). This judged schools under 5 Inspection Areas (IA):

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experiences
4. Care, support and guidance
5. Leadership and management

5.2 There was no separate judgement on 'current performance' and 'prospects for improvement'. The previous 4-point judgement scale remained, but its wording was amended to focus on actions to be taken to support improvement:

- Excellent – Very strong, sustained performance and practice
- Good – Strong features, although minor aspects may require improvement
- Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement
- Unsatisfactory and needs urgent improvement – Important weaknesses outweigh strengths

5.3 There were 3 follow-up categories of support, as the previous Local Authority monitoring has ceased as an Estyn category. The last two remained as statutory categories:

- Estyn Review
- Significant Improvement
- Special Measures

### **Estyn Common Inspection Framework (From 1 September 2022)**

5.4 The new inspection framework commenced on 1 September 2022, however in the Spring and Summer of that year a small number of pilot inspections took place. This report therefore includes information from 1 January 2022.

5.5 Estyn's new approach to inspection in schools and Pupil Referral Units across Wales, no longer focuses on a grading, detailing instead how well providers are helping a child to learn. This means that inspection reports will no longer include summative gradings (e.g. 'Excellent', 'Good' or 'Adequate').

5.6 A key overview of findings is included in each report headline focusing on a school's strengths and areas for development. Estyn also produce a separate report summary for parents which will allow parents to access the key information they need about an inspection quickly.

5.7 Estyn's new approach aligns with the personalisation of the new curriculum for Wales. Our inspections will also involve more in-person discussions, placing less emphasis on achievement data. They intend that their new inspection approach will make it easier for providers to gain meaningful insights that help them to improve without the spotlight on a judgement.

5.8 There is however no change to the statutory categories of special measures and significant improvement. The category of Estyn Review is also retained.

5.9 Estyn have reduced the notice period for inspections from 15 to 10 working days. Estyn have committed to continue to work with partners and stakeholders to gather

views as we look to further evolve our inspection framework, including moving towards more regular inspection across providers.

5.10 Comparisons over time with the previous framework are not possible, given that there are no judgements for the 5 Inspection Areas to compare.

5.11 It is also to be noted that a relatively small sample of judgements are available at the time of writing (10 in total, comprising 8 primaries and 2 secondaries, with a further 2 schools and the PRU, awaiting publication of their report). Across the region a total of 29 schools have had inspection reports published (23 primaries, 1 special, 4 secondaries and 1 PRU, with a further 8 schools awaiting publication of their reports).

### Caerphilly

5.12 The following Caerphilly schools have been inspected since January 2022, under the New Framework. Follow up category, the only summative data available is included in the table below (No Follow Up, Estyn Review, Significant Improvement, Special Measures)

School	Phase	Inspection Date	Follow-Up Category * = Estyn Case Study
Ysgol Gymraeg Caerffili	Primary	Feb-22	No Follow Up
Aberbargoed Primary	Primary	Jun-22	Estyn Review
Bryn Primary	Primary	Jun-22	No Follow Up
Risca Comprehensive	Secondary	Sep-22	Significant Improvement
Cefn Fforest Primary	Primary	Oct-22	No Follow-Up
Crumlin High Level Primary	Primary	Oct-22	Special Measures
Lewis Girls' Comprehensive	Secondary	Oct-22	No Follow-Up (*)
Ysgol y Lawnt	Primary	Oct-22	No Follow-Up
Markham Primary	Primary	Nov-22	No Follow-Up (*)
Pontllanfraith Primary	Primary	Nov-22	Estyn Review
Glanynant Learning Centre	Special	Dec-22	Significant Improvement

5.13 The following case studies from Lewis Girls' Comprehensive are now available on the Estyn website [Improvement resources search | Estyn](#)

- The impact of professional learning on teaching and learning, curriculum development, and leadership
- Broadening pupils' horizons and developing a culture of belonging

5.14 The following case studies from Markham Primary School are scheduled to be available on the Estyn website

- Effectively engaging the school community
- Securing strong differentiation through effective and unique curriculum design

5.15 When compared with the profile across the region and Wales. Published reports only.

Estyn Follow Up Category:	Caerphilly	SE Wales Region	Wales
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	Number (%)	Number (%)	Number (%)
No Follow-Up	6 (55%)	21 (69%)	152 (76%)
Estyn Review	2 (18%)	4 (13%)	26 (13%)
Significant Improvement	2 (18%)	3 (10%)	8 (4%)
Special Measures	1 (9%)	3 (10%)	14 (7%)
TOTAL	11	31	200

5.16 Estyn inspections of schools are informative for the LA and the EAS in a number of ways. Although they report on a school in a specified period of time, they can be helpful in confirming that the school is receiving appropriate support and challenge and triangulate judgements which have been made prior to the inspection. Where schools are a cause for concern, recommendations made by Estyn will be the focus for intervention and the tracking of progress made. If the school is placed in a statutory category, then the LA can invoke powers of intervention immediately. Where excellent practice is identified, then schools can be asked by Estyn to produce case studies which are then shared with other schools, via publication on the Estyn website.

5.17 The table below summarises the recommendations for each Caerphilly school inspected.

School	Recommendations
Ysgol Gymraeg Caerffili	R1 Provide more opportunities for pupils to write at length across the curriculum. R2 Strengthen opportunities for pupils to develop as independent learners.
Aberbargoed Primary	R1 Address the standards of teaching and low expectations for pupils in Years 3 to 6. R2 Create opportunities to develop pupils' independent skills and further challenge pupils in Years 3 to 6. R3 Ensure that senior leaders robustly monitor and evaluate learning and teaching to identify key areas for improvement. R4 Develop the roles of leaders at every level to secure improvement.
Bryn Primary	R1 Focus self-evaluation and improvement work more sharply on what pupils know, understand and can do. R2 Improve pupils' confidence and ability to speak in Welsh, both in lessons and around the school. R3 Ensure that teachers' feedback addresses errors in pupils' learning more robustly.
Risca Comprehensive	R1 Raise standards and improve performance at key stage 3 and key stage 4. R2 Improve the achievement of more able pupils.

	<p>R3 Strengthen approaches to co-ordinate and implement teaching in literacy and numeracy across the curriculum to improve pupils' skills.</p> <p>R4 Improve the quality of teaching and assessment.</p> <p>R5 Refine the roles and responsibilities of senior and middle leaders to focus on raising standards and improving teaching.</p> <p>R6 Improve self-evaluation procedures to inform development planning, and to set clear and appropriate priorities and targets for improvement</p>
Cefn Fforest Primary	<p>R1 Raise standards in Welsh.</p> <p>R2 Increase opportunities for pupils to influence how and what they learn.</p>
Crumlin High Level Primary	<p>R1 Establish and maintain effective leadership and governance to support school improvements.</p> <p>R2 Improve the quality of teaching and assessment practices across the school.</p> <p>R3 Improve pupils' extended writing skills.</p> <p>R4 Improve pupils' numeracy skills.</p> <p>R5 Ensure that the provision for Welsh improves pupils' oracy skills.</p>
Lewis Girls' Comprehensive	<p>R1 Improve the provision for developing pupils' Welsh language skills and their knowledge of Welsh culture.</p> <p>R2 Strengthen the provision for monitoring and improving pupils' attendance, particularly for those eligible for free school meals.</p> <p>R3 Revise the leadership of additional learning needs, so that it ensures a strong strategic direction and supports the full implementation of the ALNET act.</p>
Ysgol y Lawnt	<p>R1 Improve pupils' Welsh reading skills.</p> <p>R2 Share best practice in teaching across the school.</p>
Markham Primary	<p>R1 Improve outdoor provision to enrich all pupils' learning experiences.</p> <p>R2 Improve attendance.</p>
Pontllanfraith Primary	<p>R1 Develop and implement effective evaluation and improvement processes.</p> <p>R2 Ensure that teaching supports pupils to develop the full range of skills progressively as they move through the school and that pupils have opportunities to use these skills in their work across the curriculum.</p> <p>R3 Develop effective partnerships with parents.</p>
Glanynant Learning Centre	<p>R1 Strengthen improvement planning by ensuring self-evaluation activities focus on pupil progress and the standards they achieve.</p>

	<p>R2 Ensure that all members of the management committee and the local authority have a good understanding of the PRU's strengths and areas for development.</p> <p>R3 Improve attendance and pupils' engagement in full-time education.</p> <p>R4 Improve pupils' literacy, numeracy and digital competence skills.</p> <p>R5 Ensure that teachers' feedback enables pupils to know what they are doing well and what they need to do to improve.</p>
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5.18 There a number of key themes that emerge, with the most frequent references related to:

- Leadership
- Self-evaluation and improvement processes
- Literacy
- Welsh
- Numeracy and digital Skills
- Independent Learning
- Teacher Feedback
- Pupil progress

5.19 During this period there are also a number of schools that have were originally inspected under the previous arrangements and have since had monitoring visits. Since January 2020, the following schools have had monitoring visits, with the dates and status being listed.

School	Original Inspection Date	Original Inspection Date	Follow up Visit Date	Current Status
Ysgol Bro Sannan	Oct-19	Significant Improvement	Mar-22	Removed from SI
Ysgol Gilfach Fargod	Oct-19	Significant Improvement	Jun-22	Removed from SI

5.20 The schools that have been removed from an Estyn statutory category have been supported to do so by both the Local Authority and the EAS. Support and where required specific intervention are initially co-ordinated through a Post Inspection Action Plan conference and following the Schools Causing Concern approach. This approach is explained in the Support for Schools report.

5.21 Please note that Estyn intend to inspect schools that have been formally federated jointly. Schools in less formal collaborations will be inspected separately.

## Conclusion

5.22 This report provides members with information on the outcomes of Estyn inspections in Caerphilly Schools. Given the significant change to the framework in to date less

than 13% of Caerphilly schools have been inspected. We will continue to provide members with annual updates on the profile of inspection outcomes.

## **6. ASSUMPTIONS**

6.1. There are no specific assumptions.

## **7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

7.1 This report is for information only therefore no Integrated Impact Assessment is required.

## **8. FINANCIAL IMPLICATIONS**

8.1 This work is funded through the EAS Business Plan, therefore there are no specific financial implications.

## **9. PERSONNEL IMPLICATIONS**

9.1 There are no personnel implications.

## **10. CONSULTATIONS**

10.1 The Consultees are noted below:

## **11. STATUTORY POWER**

11.1 Local Government Acts 1972 and 2000, Children's Act 2004, Standards and Framework Act 1998

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Consultees:

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## Links

[Link to Estyn Inspection explained](#)